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## The Educational Weekly.

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## THE WEEKLY.

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We have alluded to two recently established educational societies as indicating a growing phase of thought favorable to the study of educational philosophy. Teaching is outgrowing its empirical stage and is growing into the rational or scientific stage of its history, just as alchemy grew into chemistry, astrology into astronomy, and sorcery into medicine. The teacher of the future is to be a man of science, availing himself of those provisions which it is the province of science to unfold.

Another indication of this growing phase of thought is the recent establishment of a new educational magazine\* of high character, whose purpose is to discuss educational questions in the light of history and philosophy. For the credit of American teachers we hope this enterprise will be abundantly successful. Those who have assumed the management of this new magazine incur no slight risk; and we shall feel highly gratified if our readers will give their support to so deserving an enterprise.

The increasing emigration to this free country from all the nations of Europe is induced perhaps chiefly by the passionate desire for liberty,—for escape from the arbitrary laws, and the terrors of the military despotisms that now hold the people down. They will not submit to being held down much longer. Even arbitrary Germany finds it necessary to modify her iron rule in dealing with the provinces of Alsace and Lorraine acquired by conquest ten years ago. The people there say that they are not cattle, to be driven this way or that against their will, or to be made captives by conquest. They claim that they alone have the right to decide what government shall rule them, and they treat the German officials placed over them with such disdain and distance that, notwithstanding the mild policy allowed to them specially during the last two years, there is no fusion, and many of the officials resign. Even the schoolmasters sent there to Germanize the rising generation find their efforts so thwarted, and

themselves so ostracised, that they petition for leave to recross the Rhine, where they can at least have their own children educated in the German tongue and habits. In Bavaria and Saxony, which still retain local governments, there are increasing signs of antipathy to the imperial domination, and uneasiness under the tremendous pressure of the military duties, penalties, and assessments.

In Mr. Charles F. Adams's lecture on "The New Departure in the Common Schools of Quincy," the thought reappears from time to time that school life should be made attractive; and that if teaching were what it ought to be, or even what it might be, learning would become as agreeable to children as playing. Thus, in describing the changes wrought in the Quincy schools by the "new departure," Mr. Adams says:

"The effect produced by this changed school atmosphere on the children was the point of interest. It showed itself in the way least possible to mistake;—going to school ceased to be a home-sick tribulation. That this should be so seemed opposed both to child-nature and to all human experience; and yet that it was so admitted of no denial. The children actually went to school without being dragged there. Yet the reason of this was not far to seek. The simple fact was, that they were happier and more amused and better contented at school than at home."

And again:

"Not only was there a marked improvement in attendance, but the attendance was cheerful. The 'whining school-boy' was no longer seen 'wending like snail unwillingly to school'; and, remembering what had been, it was certainly most pleasant to go into the rooms and feel the atmosphere of cheerfulness, activity, and interest which prevailed there. Not that the children liked their vacations less, but they had ceased to dislike their school-rooms; and to those who remember as vividly as most persons over thirty do, the wholly unattractive, not to say repulsive character both of the old-time school-teaching and the old-time school discipline, this change is one for which those who enjoy the advantages of it may well be grateful."

With the general spirit of these reflections we must all agree. The glimpses we catch, through Mr. Adams's lecture, of the Quincy schools as they were before the Parkerian era, assure us that there was need of more "sweetness and light;" but we think it is a great error to assume that such dearth and dreariness as Mr. Adams describes are characteristic facts in current public school practice. We are sure that this is not true of the village and city schools of the west.

By all means, the school rooms, the recitations, and the occupations of pupils should be made as attractive as the purposes of the school will permit. Whatever can be done towards this end by ornament, by variety, by the teacher's tact, by her goodness of heart and lovable ways, should certainly be done, so far as consistent with the ends of school instruction. There is no doubt that many children feel a happy release when they leave their homes and enter their school-rooms. They are happier by contrast. But it need not be expected that even the ideal school will ever rival the ideal home. It is certain that if the school is held firmly to its great purpose, to the doing of intellectual work and the subjecting of impulses to reason and duty, it will impose restraints that will make pupils long for four o'clock and vacation.

This, however, is not the belief of Mr. Adams, who states the case thus:

\*Education: An International Magazine, devoted to the science, the art, the philosophy and the literature of education. Bimonthly. Conductor, Thomas W. Bicknell. Octavo. 112 pages, with cover.



"To human beings, even though they be children, the ways of nature are the easier ways. After all, the lesson is not a very profound one, and it is strange indeed that it took so long to find it out. A child learns to talk and to walk, the two most difficult things it is called on to learn in its whole life, —without any instruction and by simple practice; the process of learning is not painful to it nor wearisome to others; on the contrary, it is an amusement to both. Why the same process should not have been pursued in other and less difficult branches of education is not apparent."

Adopting this manner of argument, we may state an analogous case thus: "A youth learns to play ball—a far more difficult art than that of sawing wood—without any instruction and by simple practice; the process is not painful to him nor wearisome to others; on the contrary it is an amusement to both. Why ball-playing and wood-sawing can not be learned by the same process is not apparent."

Is it not very apparent, that to follow our inclinations is always pleasanter than to sacrifice our natural impulses to duty? We are free to confess that if we were to follow "nature's ways" we would spend this bright October afternoon in a ramble through an oak forest that is invitingly near; and it is not to be doubted that there are myriads of toiling men and women who would at once renounce their accustomed labor if they could honestly escape the calls of duty.

Habits of industry are always a sacrifice of inclination to duty. But in the labor of the brain as well as in the labor of the hand this sacrifice must be made. There is no art or device by which labor can be transformed into play. By its very nature, a school ought not to be a place of mere amusement; for in proportion as it becomes such, it loses its value as a school. The study of grammar and arithmetic can not be made as pleasurable as fishing and nutting. We say again that all reasonable mitigations should be introduced into school-room practice; but when all that is possible has been done in this direction there will still remain a residuum of hard toil from which there is no honorable escape; and the reasonable rigors of the school are a most wholesome and necessary preparation for the serious duties of life.

Mr. Adams's criterion, then, for testing the quality of a school, is partial and misleading. Amusement is often incompatible with instruction; and whenever it becomes so, it must be sacrificed to the higher and better purposes of the school.

#### THE DIPHTHONG ū.

PROFESSOR MAX MUELLER, the preëminent German-English philologist, and Isaac Pitman—the equally famous phonetician, have lately had an interesting consultation respecting this diphthong and the best means of expressing it in a reformed alphabet. The governing powers of several English speaking states and countries seem ready to authorize some reform in English spelling, or, at least, the appointment of an official committee to consider what steps may best be taken; and phoneticians are active in preparing schemes that promise practicability.

Mr. Pitman, although nearly seventy years have silvered his hair, and although he is at the head of what has grown to be an immense business, is as indefatigable as ever in his efforts for spelling reform, and nearly fifty years of constant actual use of phonetic types render him the best authority in regard to their use. He states that the only new or additional types indispensably necessary for the plain expression of English pronunciation are one for each of the six long vowels, one for the odd short vowel (the vowel in *but*—the *u* being allotted to the vowel in *put*, *look*), and one for the consonant *th*. The four diphthongs must then be represented each by the two letters corresponding to their ele-

ments. There is little difficulty about *oi*, *ou*, and *ei* in height, but the four *h*, (*ū*), is a variable—its first element is sometimes *y* and sometimes *i*, and the second is sometimes *ō* and sometimes *ö* (*u* in *put*). This diphthong begins with *y* when it is the initial sound in a word, as in *unit* (*yoonit*), *Europe* (*Yeorope*); otherwise with *i*. Many, however, think its first element is always *y*, and Max Müller inclines to this view. It is not, in that case, a diphthong (that is, a union of two vowels) but simply a combination of a consonant and a vowel. The second element is *ō* when accented (as in *depute*) and *ö* when unaccented (as in *deputy*).

There are many who have never learned to articulate the consonants *Y* and *W*, and who always pronounce them exactly as the vowels *i* and *ö* respectively, which are pronounced by the same position of the respective parts of the mouth (the tongue and palate for *Y* and *i*, and the two lips for *W* and *ö*) but without contact in the case of the vowels, or the friction resulting from forcing through it; as all vowels have a free breath passage, which is, however, made very narrow for these thin, close vowels. Of course these persons hold that *ū* is always equal to *iō* or *iö*.

The diphthong "*ū*" is represented in at least 17 different ways in our present jumbled orthography; viz.: by *u* in *duty*; by *ue* in *due*; by *eu* in *eulogy*; by *u-e* in *tune*; by *eu-e* in *deuce*; by *ieu* in *adieu*; by *eue* in *queue*; by *u-ue* in *fugue*; by *ewe* in *ewe*; by *yew* in *yew*; by *iew* in *view*; by *ui* in *suit*; by *you* in *you*; by *yu-e* in *yule*; and by *ugh* in *Hugh*.

Each reader can test his or her own articulation of this diphthong—whether with *y* as its first element in all cases or only initially in a word, or whether with *i* in all cases, by resting on the first element when uttering it, and taking note whether the slight shrilly rush of the breath in forcing the passage between the closed-together upper face of the tongue and the palate is heard—indicating consonantal *Y*; or whether the softer, smoother sound of the breath flowing through a very narrow chink left open between them indicates the utterance of the vowel *i*.

#### FINANCIAL EDUCATION.

THE success which various crazes about finance have had during the past fifteen years has furnished the text for much unfavorable criticism of the education given in both the common and high schools of the country. There is probably nothing which a young person, who has either to earn money for himself, or keep money which he has inherited, so much needs to understand as the conditions on which what is called "business" is carried on. As soon as the arts of reading and writing are acquired, there is no part of a child's equipment for the work of life so valuable both to himself and to the rest of the community as clear comprehension of what money is; of what interest is; of the ways in which money can be made to produce interest; of the ways in which it is lost; of the various apparently honest devices by which sharpers, both political and private, get hold of other people's money; of the functions of banks, and especially of savings banks, with regard to money, and of the relation of taxation to profits, and of currency to prices. Knowledge of this sort to ninety-nine boys and girls out of a hundred is the first essential of any education intended to fit them for a life of self-dependence, and for the expression at the polls of a safe or even harmless opinion of public affairs. When it was discovered a year ago that thousands of poor Irishmen and Irishwomen had been entrusting their hard earnings to the care of an archbishop who knew nothing of investments, and kept his accounts on scraps of paper, and had been drawing interest from



him for years, without inquiring or caring how he produced it, there was a great deal of pity expressed for their ignorance and superstition. But they could not have been expected to know better. They had not been bred in a commercial community. Most of them, doubtless, had never been to school, and could not conceive of anybody's being fitter to take care of their money than a person who they knew would not wilfully cheat them. But we venture to say that neither their ignorance nor credulity came anywhere near matching those of the depositors in a savings bank in Boston, the operations of which the *Daily Advertiser* of that city has been exposing within the last week. The obvious moral of the affair is, as it seems to us, though the Boston press has not yet drawn it, that there is something sadly defective in the education furnished by the State to the children of the taxpayers when any class of the community intelligent and industrious enough to have savings is capable of being made the victims of so coarse and gross an imposture as this one. A woman named Howe, who now has a third husband—the other two still living—who has passed two years in a lunatic asylum, has been convicted and imprisoned for fraud, for some time followed the trade of an itinerant *clairvoyante* or fortune-teller, and and has once or twice changed her name, set up a savings bank under the name of the "Ladies' Deposit Company." Of course her antecedents as given above were not known, but this means that nothing was known about her to those who were invited to give her their money. These were single women or widows earning their own living, or the wives of sick or decrepit husbands. No deposit over \$1,000 was to be taken. All money was to be withdrawable on call. No name appeared in the prospectus or title of the institution. No guarantee of any kind was offered as to its responsibility or solvency. No explanation was made of its operations, or of the nature of its investments, or of the source from which it was to derive the interest on its deposits. Nor did the founder, unknown and characterless as she was, even take the precaution to offer a moderately high rate of interest, such as is actually paid in some parts of the country on *bona fide* investments, such as eight, or ten, or twelve per cent, or even two per cent a month. She actually had so much contempt for her possible *clientèle*—that is, the working-women of the state in which the standard of female education and intelligence is supposed to be highest—that she offered eight per cent a month, and three months' interest at this rate in advance, when the deposit was made. That is to say, a woman depositing one hundred dollars received back at once twenty-four dollars, had one hundred dollars placed to her credit, and three months later was to be entitled to twenty-four dollars more. So that at the end of the year she would have drawn ninety-six dollars as interest, or within four dollars of the total amount of her principal.

Mrs. Howe seems to have been correct in her calculations. Deposits poured in as fast as she could take them, and the concern has actually been flourishing since its foundation. When the *Advertiser's* exposure came it had crowds of depositors, and plainly of the higher and more intelligent class of female workers, because only this class can save money. It has been ascertained, indeed, that a considerable number of them are teachers in the public schools, presumably good classical scholars and mathematicians, and full of history and *belles lettres*. More extraordinary still, although the exposure of course brought a run on the bank, it did not, and up to this writing has not, stopped the flow of deposits. There are apparently considerable numbers of women who look on the exposure as a device of the

State street bankers and brokers to get rid of a troublesome rival, whose generous method brings out their own greed and heartlessness in stronger relief. To crown all, Mrs. Howe, even under the fierce light of publicity, gives no account of what she does with the money beyond the clumsy pretense—probably as clumsy as was ever produced by a pickpocket in a police court—that she has been made the almoner of a huge charity which enables her to lose money for the benefit of poor working-women who have saved a little. She must, even with her experience of human credulity, be astonished by her success. She cannot have expected to find women so gullible as to enable her to purchase, as she has just done, a house for forty thousand dollars after two years' operations.

Now, consider the childlike ignorance and simplicity which this extraordinary story reveals on the part of a most useful, intelligent, and saving class—many of them, too, the teachers of children—with regard to the commonest phenomena of trade. In the first place, they apparently know nothing of the conditions which regulate the ordinary rate of profit, even in hazardous operations. If they did, they would see that a proposal to pay them in Massachusetts ninety-six per cent per annum for the use of money was either on its face a swindle, or a charity on a scale which nothing but the revenues of a nation could keep going very long. They are totally ignorant of the conditions which make an investment safe, and of the effect of safety on the rate of interest. Moreover, they apparently have no notion of the necessity, which is one of the most prominent facts of commercial history, of exacting security for the return of money lent. They do not know why business men in good standing exact it of each other, and why the government exacts it of banks, and why banks exact it of their customers. Nor have they enough perspicacity to see that Mrs. Howe is simply paying the early depositors with the funds supplied by the later ones, and that, if there should be any cessation in the flow of deposits, or any extraordinary run on the concern, it must burst at once; or enough acquaintance with financial history to know that this is an old and familiar swindle—one of the most familiar in the history of crime. The new feature which Mrs. Howe has added is the selection of women, and single women, as victims. All the rest is very stale, and dull, and commonplace.

The Boston papers say the Bank Commissioners and the District Attorney are studying Mrs. Howe's case to see if they can get hold of her under the law, but thus far without success. To our minds the matter is one which merits the attention of the school boards much more than the bank authorities or prosecuting officers. It is the school system which supplies people like Mrs. Howe with their prey. No system of education can prevent all fraud. Many frauds are so ingenious that the most cautious and expert business men are imposed on by them. Others, even if clumsy, will find occasional dupes among the unwary and inexperienced. But here is one of the clumsiest frauds ever attempted, with its true character apparent on its prospectus, with all the old and well-known marks of fraud, indifferent to all the ordinary precautions and disguises, and it finds its dupes among a large and highly respectable and most deserving class, and more than ordinarily weighted with care. What is more remarkable than all is that large numbers of them are said to feel outraged by the suspicions and denunciations of Mrs. Howe by those who have had most experience of the conditions under which safe banking is done, and they have not heard of, or do not attach any importance to, the security for the safe transaction of business which the state exacts of its savings-banks.—*The Nation*.



### OUTLINES OF STUDY AND COURSES OF READING.

Most people do not derive as much advantage from their reading as they would if it were done more systematically. The amount of reading that the average teacher does would give him much more power if his subjects were chosen with wise forethought. We lack culture not because we do not read, but because our reading is omnivorous, desultory, and incomplete.

We are led into this line of thought by the perusal of an outline of study and work prepared by the Executive Committee of the Chicago Philosophical Society for the current season. That outline is so eminently suggestive, not only of and in itself, but of what a thoughtful teacher might do to promote his own progress in miscellaneous or professional knowledge, that we take the liberty to subjoin it. The lecturers of the Society are generally expected to select their subjects from this outline:

#### NATURAL SCIENCE.

1. Effect of the destruction of American Forests. 2. The Germ Theory of Disease. 3. Relation of Brain Nutrition through Circulation of the Blood, to Mental Traits. 4. The Relation of Sun Spots to Meteorology. 5. Transition and Transmutation of Species. 6. Relation of Cerebral Condition to Mental Delusions. 7. Specialization of Function in the Brain. 8. The Glacial Theory in its bearing on the Theory of Early Incandescence and Gradual Refrigeration. 9. Lower Life and its Lessons. 10. Light, Heat, and Electricity; are they identical? 11. Elements; are they many or one? 12. Astronomical Research; its Results and probable Limitations. 13. Philological Researches concerning the Origin of Society. 14. The Present Status of the Atomic Theory. 15. Fallacies of Physics.

#### SPECULATIVE PHILOSOPHY.

1—9. The Philosophies of Socrates, Plato, Aristotle, Bacon, Hume, Hamilton, Descartes, Leibnitz, Kant. (Lectures presenting synoptically, critically, and clearly the doctrines of any of the philosophers are suited to our course.) 10. Theories of the Absolute. 11. The Antinomies of Municipal Law. 12. Idealism. 13. The Doctrine of Immortality. 14. Metaphysics in Early and Medieval Christian Theology. 15. The Genesis of Religious Faith. 16. The Value of Faith. 17. Memory; its Nature and Education.

#### MORAL PHILOSOPHY.

1. Can Moral Science rest on Intuitions and Experience, without Religion? 2. The Relation of Wealth and Poverty to Morals. 3. The Essential Characteristics of Right-doing and Wrong-doing. 4. Relation of Art to Morals. 5. Psychology as the Basis of Morals. 6. Evil; can it be accounted for without being also justified? 7. Relative moral influences of the Ascetic or Stoic, the Epicurean or Utilitarian, and the Fourieristic or Harmonical Theory of the Passions. 8. Moral Influences of the doctrines of Predestination and Free will. 9. Do the beneficial effects of sects partly or wholly founded on delusions compensate for their evils? 10. Which of these two theories is most promotive of morals? (1) The Universe is governed by inflexible Law. (2) The Universe is governed by a self-originating Will which Prayer can change or influence. 11. Rationale of Suicide. 12. Spencer's "Data of Ethics." 13. Mallock's "Is Life Worth Living?" 14. Belief in Immortality as an Inducement to Virtue. 15. Spencer's Doctrine of the Unknowable as the Basis of the Religion of the Future.

#### CURRENT HISTORY.

1. Rationale of Russian Nihilism. 2. The Present and Future of the American Indian. 3. The Relation of Imperialism to Democracy. 4. The Experiment of Free Trade in England. 5. The Administration of Andrew Jackson. 6. The Russo-Turkish War, as ended by the Peace of Berlin. 7. The Career of Garibaldi. 8. Causes of the Condition of Ireland. 9. Bismark. 10. The Future of Egypt. 11. British Dominion in India. 12. Rise and Probable Future of Mormonism. 13. Panama Canal. 14. Political Socialism in America. 15. The Present French Republic. 16—20. The Present Condition and Prospects of Russia; of Italy; of the Papacy; of Austro-Hungary; of Mexico. 21. Progress of Liberalism in England.

#### SOCIAL SCIENCE.

1. Does Local Self-Government result in the best Government? 2. Should Government seek to promote industry, or merely to preserve the peace? 3. Ought Government to issue Paper Currency? 4. Is Compulsory Education feasible? 5. The means of preventing Breaches of Trust on the part of individuals and of officers of corporations. 6. The Benevolent *versus* the Vindicative Method with Crime. 7. What shall be done with the Morally-Insane? 8. Transportation compared with Penitentiary. 9. Prevention of Pauperism. 10. Would Woman Suffrage aid or hinder good government? 11. Is Marriage the expression of an eternal and unchangeable law? 12. Has Christianity ameliorated the Social Condition of Woman? 13. The Relative Health, Beauty, Strength, and Vitality of the Ancients and the Moderns. 14. Should a Representative Obey the Will of his Constituents? 15. Rules of Evidence observed in Courts. 16. Rationale of Political Revolutions. 17. The Value of the Novel. 18. The Elements of Criticism. 19. Tendency to formation of Class distinctions in American Society. 20. Sewage in Great Cities. 21. Value and Legitimacy of the Party Principle in Politics.

### CHICAGO NOTES.

The leasing of the old Post Office property, which appears to have been accomplished at the meeting of the Board of Education which was held Oct. 14, leaves the future location of the Public Library unsettled. The substance of the proffer of the lessee of the property is to give the Library such rooms in the upper stories of the building as they may be able or willing to pay for. Inasmuch as a portion of the Library people do not favor the location on account of the impossibility of procuring such accommodations there as an intelligent administration of Library affairs demands, and as the proposed rooms will be probably very valuable for other purposes, it would seem that the prospect of the Library going to the corner of Dearborn and Monroe Streets is not very bright.

The negotiations between the Library Board and the Board of Education on this matter have developed some dissatisfaction. The friends of the Library affirm that the property in question was ceded by the United States to the Board of Education for the benefit and use of a public library. The Board of Education finds in its possession the title deeds of this with other school property, and its management holds that it can do no other than rent the property to the best bidder for the benefit of the school fund. It is hinted that even if the Board were disposed to make a donation, or even a discrimination in favor of the library, some hard-headed citizen would be after it with injunctions, supersedeases, certioraris, or other well-known legal weapons to compel them to do just what is "nominated in the bond."

One of the obvious inferences from this state of things is that the city of Chicago should procure competent legal talent at whatever cost. Good lawyers cannot be expected to do careful work for the pittance which the city allows. Especially is the extravagant economy which prevailed after the Great Fire illustrated by this dispute. The numerous overworked and underpaid Counsel of the city at that time and their numerous assistants were so busy preparing bonds and other legal papers for the city treasurer and other enterprising officers, that it could not be expected that they should think of so trivial a matter as the rehearsal in a deed of the conditions on, and the purposes for, which the cession was made. It is quite bewildering to think of the complications that might have been added to this difficulty if the Board of Education, too, had at that time been blessed with an attorney! Obviously, Chicago can not expect to have its legal business well done for \$15,000 or \$20,000 per annum!

#### GEN. STILES'S MISSION.

Gen. Stiles, of the Board of Education, has published his intention of making attacks more or less periodically upon that rule of the Board which announces that the marriage of a female teacher is equivalent to her resignation. After due notice, the first attack was made at the meeting of the Board held Oct. 14. The result of the attack indicates progress on the part of the opponents of the rule. Eight members out of fifteen voted against the rule, but it cannot be repealed at this time except by a majority of two-thirds. So the rule stands.

It would seem that of all the needless discussions in which men have ever engaged during the historical period this is about the most useless. By the adoption of the rule the Board gained no new power, for its teachers are all subject to removal at its pleasure. By its repeal the teacher contemplating matrimony would make no essential gain, for under it she may secure an immediate election after marriage. The rule belongs to that vicious kind of legislation which comes in the absence of any reasonable demand, and which has no adequate or wise *raison d'être*.

There is an aspect of the matter, however, which may be set down as hopeful. Gen. Stiles publicly, and apparently without expecting to succeed, proclaimed war on the rule. When a man of Gen. Stiles's ability, honesty, and energy can see in this rule an unwisdom and injustice that call for a public declaration of war, there is great hope that he may be able to see before long other instances of unwisdom, injustice, and imbecility in the school policy of the city, and that he will lift up his voice in that behalf. There was also another hopeful revelation in the discussion of Oct. 14. A member of many years' experience on the board, and who, when he was much younger than now, was not afraid to attempt the reformation and reconstruction of the school system of the city, and who had a somewhat ostentatious little policy of his own for the administration of school affairs, is reported to have asked for the superintendent's judgment of the rule in question; he professed to be willing to follow it; and upon receiving it he did then and there effect a "right about face" in the matter.

"'Tis the sunset of life gives us mystical lore,  
And coming events cast their shadow before."



The statistics of the schools of Chicago for the month of September show the usual progress. The enrollment, membership, and attendance are each about 2,500 greater than for the corresponding month last year. The daily attendance is now upwards of 46,000, and the enrollment more than 51,000.

## CHICAGO INSTITUTE OF EDUCATION.

The October meeting of this organization was held in the rooms of the Board of Education on the morning of Saturday the 14th inst. Vice President Stowell, of the Newberry school, presided in absence of President Howland, who was absent during the earlier part of the session. After the reading and approval of the minutes of the previous meeting, Secretary reported a correspondence with Mr. Howland in reference to the publication of his inaugural address, which stated that arrangements had been made for the publication in the new bi-monthly *Education*. It further transpired that it would appear in the November number of that Magazine and the Secretary was directed to correspond with the publisher for the purpose of ascertaining the cost of supplying the members of the Institute and the teachers of Chicago with a copy of that number.

Mr. John H. Loomis, of the Wells School, and Miss Emeline Marsh, of the Kinzie School, were elected members of the Institute. The names of Mr. W. M. Payne, of the South Division High School, Miss M. E. Brookings, of the Mosely School, Dr. Willard, of the South Division High School, Miss A. E. Winchell, of the North Division High School, and W. W. Carter, of the Englewood High School were proposed for membership. Mr. Stowell remarked that the fitness of new members was a matter of great importance to the success of the association and urged that members who proposed the names of candidates for admission hereafter should thereby be considered as recommending such candidates as fit and proper persons in sympathy with the object and willing to do the work of the association.

The paper of the day was read by Dr. Samuel Willard, of the South Division High School. Its subject was "The Power of the Keys on the Formative Principle of Courses of Instruction." The leading thought of the paper was that not knowledge so much as the keys of knowledge should be communicated to the pupils of the schools—they should be trained, not crammed. To this end should be liberal rather than special—such as to prepare for useful activity in any field of labor rather than mere expertness in one field. No department of knowledge should be excluded. The educated man was he who could read the newspaper; that power involved all the branches now taught in the schools. The practical use of a copious vocabulary is a necessity to all children and that should be the great work of the common school. Herein was the great value of a knowledge of the Latin language. The impossibility of doing the proper work of the schools from the study of things alone was earnestly urged. It was held that there was not time for pupils to obtain knowledge by what was called "the scientific method." That method was as applicable to many other kinds of knowledge as to natural science, but it was an obvious impossibility to apply it. We must be content to give pupil the key, then let him enter and secure for himself the great wealth of knowledge that is stored in books and elsewhere.

This very brief abstract does very little justice to the paper which was eminently wise, healthy, and sensible.

The reading of the paper was followed by a discussion of some of its topics by Messrs. Belfield, Parker, Howland, and Slocum. No serious divergences from the views of the paper were enunciated.

The next meeting will be held in the rooms of the Board of Education, at 10:30 A. M., Saturday, Nov. 20, 1880. The paper on that occasion will be read by Miss E. O. Randall, Principal of the Clark School. The subject of the paper will be

## EDUCATION FOR THE CITIZEN.

## THE PHILOSOPHICAL SOCIETY.

The prospectus of the Philosophical Society of Chicago for the season of 1880-1881, is before us. From this we learn that it is about to enter upon the eighth year of its work; that it invites the cooperation of all the thoughtful people of the city who are interested in the dissemination of truth in the departments of Speculative Philosophy, Social Science, Moral Science, and of Natural Science and History in their philosophical aspects; that the principal exercises are lectures every Saturday evening from the middle of October in each year to the end of the following April; that these lectures are each followed by a discussion of the same, in which adverse and conflicting views are presented with freedom and frankness; that exercises are prepared by an executive committee of five persons; that a program has been arranged for every week from Oct. 16, 1880, till April 2, 1881; that the price of tickets of

membership, which entitle the holder to admission to all lectures, is \$2.00, and that the sessions of the society are held every Saturday evening at eight o'clock in the Club Room on the Parlor Floor of the Palmer House.

Mr. Rodney Welch, at one time a Chicago school principal, and afterward a member of the Board of Education, is President of the Society. Mr. George D. Broomell, of the West Division High School, and Dr. Willard, of the South Division High School, are members of the Executive Committee. A good idea of the scope and character of the work of the present season may be obtained from the subjoined program of lectures:

- Oct. 16—Prof. Rodney Welch, Transportation as an Agency in Civilization.  
 " 23—Rev. Dr. H. W. Thomas, The Past and the Future of the Philosophical Society.  
 " 30—Austin Bierbower, Esq., Thomas Aquinas, or Scholastic Philosophy in Modern Theology.  
 Nov. 6—Rev. Dr. D. S. Gregory, British Dominion in India.  
 " 13—Rev. Dr. R. A. Holland, Atomism.  
 " 20—Dr. H. A. Johnson, The Germ Theory of Disease.  
 " 27—Rev. L. P. Mercer, Comparative Mythology and the Origin of Religion.  
 Dec. 4—Miss Frances E. Willard, The Temperance Question philosophically and critically considered.  
 " 11—Dr. J. S. Jewell, On the Influence of Our Present Civilization in the Production of Nervous and Mental Diseases.  
 " 18—James Kay Applebee, Esq., The Philosophy of David Hume.  
 " 25—W. P. Black, Esq., Socialism as a factor in American Society and Politics.  
 Jan. 3—Fred. P. Powers, Esq., Predestination in Science and Religion.  
 " 8—Dr. D. R. Brower, Specialization of Function in the Brain.  
 " 15—Charles H. Ham, Esq., Tendency to Formation of Class Distinctions in American Society.  
 " 22—Prof. Samuel Willard, Historical Criticism.  
 " 29—Mrs. Maria A. Shorey. (Subject not announced.)  
 Feb. 5—E. O. Brown, Esq., The Relation of the Catholic Church to Scientific Investigation.  
 " 12—Col. A. N. Waterman, Legal Reform.  
 " 19—Dr. Sarah Hackett Stevenson. (Subject not announced.)  
 " 26—Prof. Van Buren Denslow. (Subject not announced.)  
 Mch. 5—Hon. L. L. Bond, Does Local Self-Government result in the best Government?  
 " 12—Rev. Dr. Galusha Anderson, Huxley.  
 " 19—Prof. W. S. Haines, The Present State of the Alcohol Question.  
 " 26—Mrs. Celia P. Wooley. (Subject not announced.)  
 Apr. 2—Paul Shorey, Esq., Schopenhauer and his Critics.

We wrote an item for our Illinois department saying that Prof. Blanchard had gone to Europe, then in accord with some of our exchanges made it read President Blanchard.

Now we are told that the traveling Blanchard is Prof. C. A. Whicheve he may be he sends his home paper a very interesting letter. Here is some of it:

"In Scotland now they have compulsory education but no free schools. The schools are furnished and people are required to pay the tuition. The hours which I spent with the Master of Kilwinning public school were very pleasant. He is a teacher of almost thirty years constant work, a very pleasant gentleman and apparently a thorough educator. In this school there are four certificated assistants and five pupil teachers. The master lays out the work for the school and sees that it is done, doing no regular class work himself; the certificated assistants and the pupil teachers have charge of rooms containing about eighty pupils as the public school teachers in the United States. A certificated teacher is a graduate of a normal school who holds a certificate of qualification from Government. This certificate ranks with our State certificate. A pupil teacher is a bright scholar who wishes to become a teacher and at the same time to study. He is indentured or bound out to the Board of Education for a period of four years. After this time is past, he goes to the Normal school and completing that course he becomes a certificated teacher. The Master receives in his school £300 per annum, about fifteen hundred dollars; the certificated assistants £80 each, or about four hundred dollars; the pupil teachers, £10 each or about fifty dollars."

## The Bloomington Pantagraph says:

"Prof. Forbes of Normal has recently discovered that the meadow lark feeds freely on the chinch bug. The only bird heretofore known to eat this frightful pest is the quail. An average damage of two million dollars a year to the crops of Illinois is considerably below the amount reckoned by those best acquainted with this insect. Our State entomologist estimated the loss on corn alone, due to the chinch bug, at about twenty million dollars for the state during the year 1874. The money value of any check upon its increase is therefore very great. As a result of a long study of the food of the meadow lark, made at the State Laboratory, Mr. Forbes finds this bird to be, in other respects, one of the most useful of our native species. It lives almost entirely on insects, and only a small percentage of these are beneficial."

## "Don't know half their Value."

"They cured me of Ague, Biliousness, and Kidney Complaint, as recommended. I had a half bottle left which I used for my two little girls, who the doctors and neighbors said could not be cured. I would have lost both of them one night if I had not given them Hop Bitters. They did them so much good I continued their use until they were cured. That is why I say you do not know half the value of Hop Bitters, and do not recommend them high enough."—B., Rochester, N. Y. See another column.—*American & Royal Home.*



## THE SCHOOL-ROOM.

### SUGGESTIONS TO TEACHERS.

1. No school can be in the highest degree successful without good order.

To be a good disciplinarian it is necessary that the teacher have sufficient scholarship to thoroughly understand what he teaches; sufficient will power to carry out rules and regulations without fear or favor; a moral character that will command the respect of all; and a full measure of that most useful commodity—good common sense.

3. In all things pertaining to the school the teacher is the model—in morals, in personal habits, and in methods of work. He should therefore never conduct himself in a manner that he would be sorry to see his pupils imitate; he should be neat in his personal appearance and teach his pupils to be the same; he should cultivate taste and a love for the beautiful in nature and in art; he should have everything about the room kept in neatness and order, and above all he should require all school work to be done thoroughly, and in the neatest possible manner.

4. Be courteous and polite to your pupils under all circumstances, and never tell them to do anything that you would not want to do yourself.

5. Do not scold or threaten your pupils, and in the administration of school government be kind, cool, calm, deliberate and firm. A vacillating policy is a sure index of a want of executive ability.

6. Have but few rules; and make them only after mature deliberation and as circumstances make them necessary. Do not attach a specific penalty to a rule, but leave that for circumstances to determine.

7. Exact prompt and complete obedience to all the rules of the school. The pupil must understand that if he disobeys sure punishment will follow. Certainty of punishment is more effective than severity.

8. Require all class movements and movements in mass to be made in a quiet and orderly manner.

9. Call and dismiss classes with the bell or by count, the latter is preferable, and do not march pupils all around the room when two or three steps will take them to or from the recitation platform.

10. Control your school by seating it properly. As long as your room will admit of it put but one pupil on a seat. When a pupil becomes troublesome to his neighbor remove him to another seat.

11. Do not allow communication, leaving seats, going out or getting drinks during school hours without permission.

12. Do not require your pupils to report "perfect" or "imperfect" at the evening roll-call. It leads to habits of deception.

13. Keep all your pupils doing something. This is the key to success in school government.

14. Do not allow your school to become a public nuisance by insulting travelers, annoying neighbors, or destroying fences and property in the vicinity.

15. Protect the school property as though it were your own. Keep writing and pictures of all kinds from the fences and from the walls of the school house and out-buildings.

16. Have a place for each pupil to hang his hat, wrappings, and lunch basket. Keep a strict oversight of what is going on at play time.

17. Attend carefully to the physical comfort of your pupils.

Ventilate your school-room thoroughly and keep the temperature as near 70 degrees as possible.

18. Arrange your program carefully, and post it up in your school-room where all may see it. Follow it strictly, and have your pupils understand that when the designated time for them to recite arrives they will be required to give a strict account of the lesson assigned.

19. Make a full report of your school to the proper authorities as soon as your term closes.

20. Fill out a complete record of the advancement of each pupil according to the plan shown in the blank form printed in your register for the use of your successor.

21. All records of attendance, scholarship, and deportment should be neatly and accurately kept. The teacher should use all reasonable means to secure a full enrollment and regular attendance. If you are a stranger in the neighborhood, ask the Trustee for a copy of the enumeration of your district. This will enable you to tell at a glance who are not in the school. Success in securing a full and prompt attendance indicates a valuable school.

22. Teachers should have a regular program of study and recitation. By adopting a particular time, both for preparing and reciting each lesson, the progress of the pupil is made more certain, and habits of punctuality and regularity are thereby formed. Teachers should have a thorough knowledge of the subjects they teach. They should, during a recitation, thoroughly test the knowledge of the pupils, and also explain the difficult points in the lesson. In assigning the lesson, the pupils should be directed how to study the same to the best advantage. The undivided attention of the class should be secured during the recitation of the pupils and explanations of the teacher. The work of each day's school should be more successful than the work of the preceding day. It is confidently hoped that the present term will be regarded by parents, school officers, and by yourself, as the best that has ever been taught in the district. I shall be glad to give you any assistance I can to secure this result, and I earnestly ask your co-operation in this important work.—*W. H. Caulkins, County Superintendent, Tippecanoe county Ind.*

### PREMONITIONS OF AUTUMN.

There was no other sound except the song of the cricket, which is but an audible stillness; for though it be very loud and heard afar, yet the mind does not take note of it as a sound, so entirely does it mingle and lose its individuality among the characteristics of coming autumn. Alas for the summer! The grass is still verdant on the hills and the in valley, the foliage of the tree is as dense as ever, and as green; the flowers are abundant along the margin of the river, and on the hedge rows, and deep among the woods; the days, too, are as fervid as they were a month ago, and yet in every breath of wind and in every beam of sunshine there is autumnal influence. I know not how to describe it. Methinks there is a sort of coolness amid all the heat, and a mildness in the brightest of the sunshine. A breeze cannot stir without thrilling me with the breath of autumn, and I behold the pensive glory in the far golden gleams among the shadows of the trees. The flowers, even the brightest of them—the golden rods and the gorgeous cardinals—have their gentle sadness amid their pomp. Pensive autumn is expressed in the glow of every one of them. I have felt this influence earlier in some years than in others. Sometimes autumn may be perceived in the early days of July. There is no other feeling than that caused by this faint, doubtful, yet real perception, or rather prophecy, of this year's decay, so deliciously sweet and sad at the same time.—*Nathaniel Hawthorne.*



## CURIOUS HABITS OF PLANTS.

THIS interesting subject of botany, which we cannot even begin to study in our brief talks, is more important to us than appears at first sight. Every carpenter, ship-builder, or wood-worker of any sort is interested to know about the stems of trees; the physician, the apothecary, the farmer, the miller, all are concerned in the study of botany. And now that wood is used for carpets and wall-paper, for writing and wrapping paper, you see how much the growth and properties of plants must be studied. Besides all these, who knows what new discovery some of the bright boys and girls in this class may make in the next twenty years! Remember that to the vegetable kingdom we owe india rubber, and think to what innumerable uses that is put. So, you see, our study is a very practical one.

Do you know that plants sleep? The oxalis, that very pretty plant for the house or the garden, folds its leaves and lets its blossoms hang down for repose at night. It is said that one whose eyes are accustomed to note the changes of nature can see the difference in some forests between the sleeping trees at night and the wide-awake ones of the day. Especially is this change noticed in the torrid regions.

One very learned naturalist thought he would find out what put the plants to sleep; some said it was the change of temperature from warm to cold, but his experiments showed that it was the absence of light. By subjecting sensitive plants to a brilliant light at night he kept them awake, and putting them into profound darkness during the day he put them to sleep.

To the careful observer a clover-field presents a very different appearance when the sunset comes; the two side leaflets of each leaf draw closer together, while the middle one spreads itself protectively over them.

Marvelous stories are told of the delicate sensitiveness of the *mimosa pudica*. The slightest touch on one of its tiniest leaflets, and gradually all shut, the branches droop, and the whole plant shows signs of great disturbance. Von Martius observed, while crossing the savannahs of tropical America, that "the sound of the horse's hoofs at a distance made all the sensitive plants contract as if they had been frightened." It is very curious, too, that opium sprinkled over a sensitive plant quiets it in some way, so that it ceases to show signs of sensitiveness. Desfontaines took one of these strange plants in his carriage, and as soon as the wheels began to move the poor plant folded itself up. After a little time it seemed to become accustomed to the motion, and very gradually opened out its leaves and kept them so as long as the carriage continued to move. When it stopped, the leaves, having become accustomed to the shaking, appeared alarmed at the stopping and closed again. This phenomenon was repeated during the journey.

There are some flowers which open only at night. I have seen a bush of evening primrose covered all in a moment with its yellow blossoms just as day was closing, and there is a charming jessamine which opens its small flower at night and fills the house with its fragrance. There is the common marvel of Peru, or four o'clock, which pretends to open at that hour in the afternoon and remain open all night, and there is the uncommon night-blooming cereus, which one must sit up far into the night to see, for it opens only after the time when everybody should be in bed, and before morning it is quite limp and faded. Two or three weeks ago a friend brought to me a beautiful white bud of a large cactus. It was just at twilight, and the flower, removed from the plant and stimulated by the warmth of the hand, was spreading

its splendid petals and showing a beautiful bunch of stamens like a rich tassel in the center. Before the evening was over it had spread wide open and was a worthy object of admiration. We could scarcely believe that the miserable decaying thing we found in the glass the next morning had been the beautiful blossom so short a time before.

There are very curious things about the stems and leaves of plants, some of which I hope to tell you. In the meantime look at the flowers and plants around you, and see if you can find out something new about them.—*Christian Union*.

## WORK FOR THE WEEKLY.

Any subscriber whose name is on our list, by sending in the names of two or more new subscribers, or renewals, with the money, may obtain any book or books for himself or his school, in proportion to the amount of money sent.

We do not give premiums in money.

We do not give premiums to new subscribers.

We do not give premiums for an order containing less than \$4.00.

It is not necessary that the subscribers should all have the same post-office address.

It is not necessary that the whole list should be sent in at once.

It is not necessary to order your premium till you have obtained the last subscriber possible.

The books may be selected from any catalog. They will be sent by mail or express.

All charges for transportation must be paid by the one ordering.

If the books cost more than the premium offered, send the balance in cash.

Always mention in your letter that you are working for a premium, and we will give you proper credit.

If you prefer other periodicals, maps, charts, apparatus, or any article of school merchandise instead of books, they will be sent on the same terms as the books.

For subscriptions amounting to \$4.00 we will send books worth \$1.33.

For subscriptions amounting to \$6.00 we will send books worth \$2.00.

For subscriptions amounting to \$10.00 we will send books worth \$3.33.

For subscriptions amounting to \$15.00 we will send books worth \$5.00.

For subscriptions amounting to any sum, we will send books worth *one-third* the amount of money sent.

The following select list is specially recommended to teachers, though any other books may be ordered.

Wedge's Topical Analysis,—Common School Branches,	\$ .50
Grube's Method of Teaching Primary Arithmetic,	.30
The Common School Question Book,—for teachers' use,	1.50
Lancaster School Mottoes—12 cards, 30 mottoes,	1.10
Recitation and Report Card Combined—per 100	.50
Wickersham's School Economy,	1.50
Wickersham's Methods of Instruction,	1.75
Primary Fridays,	.25
The School-room Song Budget,	.15
Lippincott's Gazetteer,	10.00
Monthly Report Cards—per 100,	.50

S. R. WINCHELL & CO., Chicago.

Educational Publishers, Booksellers, and Printers.

—The amount of postage stamps, postal cards, and stamped envelopes issued during the past fiscal year reached the aggregate value of \$32,087,342, being an increase of nine per cent over the preceding year.



## THE STATES.

**IOWA.**—Iowa's representation among the female medics is good. Dr. Alice Bennett is the head of the women's department in the Pennsylvania hospital; Dr. Mary Cleaves is superintendent of the women's department of the Harrisburg asylum; Dr. Jennie McCowan is assistant physician in the Mount Pleasant hospital, of Iowa; and Dr. Eliza Phelps at another asylum in the state.

At a meeting of the Board of Education this afternoon, Superintendent Young reported that the enrollment of pupils in the schools for the past month was 3,657—22 less than that of last year. Sickness has thus far, this year, very much affected the attendance. There is now, however, prospect of its diminishing so as not to prove so great an interference. The second week of the term the Appletons sent about 2,000 copies of the lower books of their readers for exchange for the old ones in the hands of the pupils, the text of which did not correspond with that of the latest issue. Last week the German books introduced at the last meeting arrived from New York, and were distributed among the buildings. The Superintendent says that the visit of Miss White, of the Boston Art School, who spent a half day in schools No. 1, 2, 4, and 5, giving lessons in drawing in rooms where it was not taught, was rather disappointing, for her method of instruction was identical with that employed by our own teachers, and nothing new was learned. She was very rapid and skillful in execution, however, pleasing and attractive in manner, and somewhat more familiar with the terms of the art. Her principal criticism was that our pupils are not far enough advanced in learning in proportion to their age and grade in other branches, but she added that she had found no city in the West in which such good work was being done. She advises the use of the book and complete adherence to the system; this is her special mission, and is in the interest of the publishers.—*Davenport Democrat*.

School matters at Knoxville are running smoothly with H. C. Hollingsworth as principal.

The Cedar County Teachers' Association will hold its first meeting for the year 1880-81 at Springdale, Oct. 22 and 23. Prof. McBride, of the State University, will deliver the opening address.

The Marshalltown high school literary society has public exercises once a month.

Mr. Edgar Anderson has charge of the Albion public schools. An exchange says that he has fitted up a reading room in one corner of the building, and has furnished quite a little library of books, newspapers, and magazines, for the benefit and convenience of his scholars.

Cornell College, at Mt. Vernon, has paid all her indebtedness and has a large increase in the number of students attending this term.

Rev. W. F. King, D.D., is president of the Educational Society of the Upper Iowa Methodist Conference.

The Synod of Iowa proposes to put the Coe Collegiate Institute at Cedar Rapids on a square and safe footing. The property must be turned over to the Synod without conditions and clear of incumbrance. The Synod agrees then to preserve the principal, use its income for the benefit of the College, and raise an endowment of \$20,000.

Polk county has a school population of 13,607. Her apportionment of the is \$10,205.25. The West Side Des Moines school enumeration is 5,007. The total school enrollment is 4,500.

Iowa College has received an endowment of \$20,000 for the natural history department. An eastern gentleman is the donor.

A Catholic school building at Creston, which has cost over \$10,000, is nearly completed. A college building, to cost \$150,000, will be erected next spring by the same denomination.

Hon. Lewis W. Ross, of Council Bluffs, will be resident professor in the law department of the State University in place of Judge Howe, who resigned last June.

Blairstown Academy, under the charge of Mr. John McCarty, is said to be doing fine work.

Belle Plaine employs ten teachers. Mr. H. A. Brown is principal of these schools.

Two papers—the *Reporter* and the *Vidette*—are published by the students of the University. The former has donned a new dress, and the latter enters its second year as a weekly.

President Pickard made the opening address at the recent dedicatory exercises of Wilton Academy.

Mr. Emlin McClain, a graduate of the University, is the author of the new book—*Annotated Statutes*—which will be used in the law department of the University this year.

**WISCONSIN.**—School news from Milwaukee is disproportionately scarce. Will not some of our friends in that city favor us with notes now and then? We would like to engage a regular correspondent from the Cream City.

Miss L. M. Hughes is principal of the Milwaukee Normal School, the position held by Miss Stewart since the organization of the school as a distinct institution. She is assisted by Miss Nancy Wolverton as training teacher.

Mr. C. F. Harding, the candidate for the county superintendency in the Second District of Dane county, is a graduate of the State University, College of Letters, and has had four or five years experience as a high school teacher. He will undoubtedly be elected, and will be a thorough and efficient man in the position.

**ILLINOIS.**—We compile from Galesburg papers the following account of the Illinois Inter-Collegiate Oratorical Contest:—Mr. Lee W. Terry, University of Chicago, was introduced, the subject of his oration being "Disturbing Elements in the State." Mr. Terry's oration was a fine composition, giving evidence of deep thought and thorough scholarship. Unfortunately the orator, either from embarrassment or lack of preparation, lost on two occasions during its delivery the thread of his discourse, and although toward the last he rallied and finished in fine style, all felt that his unfortunate slip of memory had spoiled his chance for a prize. The next oration was delivered by Mr. James S. E. Erskine, Monmouth College; the subject being "The People in History." This was a composition of such rare merit, and delivered with so much of finished oratory, that it became at once evident that Mr. Erskine would stand among the first in the result, and when the judges awarded this gentleman the first prize, the hearty applause which followed evinced the approval of all. Mr. J. A. Allen, Illinois Industrial University, was the next contestant, the subject of his oration being "The Limitation of Suffrage." The oration of this gentleman was a well written argument against the limitation of suffrage, delivered in a quiet yet forcible style of oratory, which we ourselves prefer to the "stagy style" so prevalent. The audience testified their appreciation with applause. "A Plea for Mexico" was the subject of an oration by Arthur L. Stickle, Wesleyan University, and a masterly plea it was; a plea for right and justice addressed to the strong by the weak. This gentleman has rare ability as an orator, and handles his subject with so much quiet confidence and reserve power, that at the close of the round of applause which greeted him, the opinion was expressed by many that he would carry away one of the prizes. The next orator was Mr. W. S. Bryan, Illinois College, who had chosen for his subject, "Justice." Mr. Bryan is a fine orator, and although he has not a strong voice, has a clear enunciation, and did his subject such justice that all felt that justice had been done when he was awarded the second prize. The last speaker was Mr. John Y. Ewart, Knox College. This oration was one of great power and deep thought; perhaps the only fault to be found with it being its length, it slightly overrunning the time allowed by the rules of the Association. Mr. Ewart's effort was one of which Knox should be proud, he having greatly improved his manner since last we heard him, and at the close of his oration his friends felt confident that he ranked among the first and testified their appreciation by long continued applause. The Chairman announced that the judges, President Peck, of Hedding College, Abingdon; Judge Black, of Danville; and Rev. Robert Allyn, of Carbondale, had awarded the prizes thus: First prize, \$75, to James S. E. Erskine, Monmouth College. Second prize, \$50, to W. S. Bryan, Illinois College. The announcements were greeted by hearty applause. The convention of delegates from the six leading colleges of the state decided upon Bloomington as the place of holding the next contest, and the second Friday of October as the time. The following officers were elected: President, J. G. Wadsworth, Illinois Industrial University; Vice President, E. E. Clippinger, Monmouth College; Secretary, E. G. Cattermale, Illinois, Wesleyan University. Delegates to the Inter-State Convention at Jacksonville, next May: A. G. Strahan, Knox College; W. R. Wright, Chicago University; A. G. Hullett, Illinois College. It adopted an amendment to the constitution, excluding ladies from competition in its future contests.—The game of base ball between Knox and Illinois colleges was won by the former, score 5 to 1, and between the Knox and Champaign clubs by the latter, 13 to 8.—The catalog of the Girard public schools is at hand. It shows the following corps of teachers engaged: High School, N. N. McCullough, principal; Second Grammar Department, Miss Hattie Shepherd; First Grammar Department, Miss Laura S. Sturges; Second Intermediate Department; Miss Maria F. Hazle; First Intermediate Department, Miss Anna B. Simms; Second Primary Department, Miss Mary A. Gay.

**Normal Notes.**—Forty-three persons entered the examination for state teachers' certificates this year. Their work was collected from the various places of examination and referred for marking to a committee consisting of M. L. Seymour, Normal; Jno. Hull, Carbondale; and E. C. Smith, Dixon. This is a wise departure from the old plan of letting the local committee pass



upon the applicants before them. Only ten of the forty-three were successful.—Miss Barbara Denning, one of the university alumnae, is with us again, after having spent six years as a missionary in South America.—The university is now connected with Bloomington by telephone.—Miss Ida Miller has the Willow Tree school near Secor, Woodford Co.—Will McHugh teaches near Galena.—Virgil A. Pinkley, a quondam Normalite, is now a full-fledged elocutionist with headquarters at Chicago.—D. C. Tyler expects to graduate at Rush Medical College this year.—The Wrightonians now count 134 voting members. This is three more than they ever had before. The Philadelphians are also prosperous. We will give names of contestants next week.—Work on the two laboratories at the university is going on briskly. Professor Forbes and Harry Garman are busy sending out zoological specimens to the high schools of the state, in accordance with the appropriation made for that purpose. Fifty high schools have availed themselves of the offer. The sets sent out include sixty species of Illinois fishes, four or five hundred of insects, and a good representation of crustaceans. A few marine animals are furnished.—The latest addition to the chemical laboratory is a pneumatic force pump for gases. It will show a pressure of hydrogen as high as 200 pounds.

**Miscellaneous.**—The teachers' institute for the south part of Vermilion county met at Georgetown, October 16. This organization includes the teachers in the neighborhood of Dallas, Georgetown, Ridge Farm, and Vermilion Grove.—The Peoria city institute, October 9, had the following program: Primary Section, Primary Work in Language, Prin. Geo. E. Knepper; Grammar Section, In what way and how far shall the teacher help pupils in preparing reading lessons? Clara Montgomery, M. A. Foster, Mary Mack; General Session, Discussion, Hearing Recitations vs Teaching, Mina Ballard, Mary Black; Paper, A. W. Beasley.—We have noted some alliterations in the names and addresses of teachers; here is another, Penelope Hobbs, Prairie Home. Can somebody give us the next? Of the fourteen candidates for graduation in Monticello high school, twelve are girls. The schools have a free reading table on which may be found THE EDUCATIONAL WEEKLY, Scribner's Monthly, Harper's Monthly, Saint Nicholas, Platt Co. Herald, Bloomington Pantagraph, Youth's Companion, and others.—The press makes very favorable notice of the exhibit made by the Oregon schools at the late Ogle county fair. Among the articles on the list are botanical specimens, chemical and philosophical apparatus, zoological and geological specimens, examination-papers, etc.—We hear the most favorable reports of the success of Mr. R. Stone Hill at Buda.—Supt. Rossiter of Toulon sends us the course of study and prospectus of his school. It is a very good little pamphlet but we are somewhat at a loss to know which is the prospectus part of it. This use of the term is new to us.—Mr. Butler, since taking charge of the Virginia schools, has issued a pamphlet for the guidance of pupils and teachers. He divides the school year into two terms of four months each, the Christmas holidays being the dividing place. That seems to be a good division for schools that have but eight months and wish to close early in spring.—Supt. Hoenshell of Charleston divides his school year into four terms, if we read his course correctly. The high school provides Latin, Greek, and German. We hope he may be able to work his people up to that course and keep them in love with it.—Some of the folks at the Champaign university say that the Latin pronunciation changes with a very inconvenient frequency. The *Illini* prays that they may not change oftener than they start new classes. At last accounts the English method was in use.—D. F. Stearns, superintendent of Moultrie schools, is now teaching an elocution class at Bethany.—Springfield Scientific Academy met October 13 at Prof. Worthen's office and chose officers for the ensuing year. Among them we notice the names of A. H. Worthen, and F. R. Feitshans.—During the month of September Clinton schools enrolled 545 and had an attendance average of 490.

**MICHIGAN.**—Increase in the number of pupils in attendance at Birmingham made it necessary to employ another teacher and transform the chapel into a schoolroom. Miss Nott, of Pontiac, was the choice of the board for the new position. The school is very popular under the new management of Mr. Clizbe and his assistants.

The students of the Normal School talk of publishing a paper devoted to educational matters in general. They expect to receive \$40 a year from the Board of Education, and to secure 100 subscribers among themselves, besides many among the alumni.

The number of matriculants at the University is not only the largest in any year at a corresponding date, but the largest number ever in attendance. Every department except the law has a larger attendance than before, and the

record there will doubtless soon be as large as ever. The number registered at the Steward's office up to the noon of Oct. 14 was as follows: literary department, 491; law, 337; medical, 371; pharmacy, 89; homoeopathic, 79; dental, 80; total, 1447.

**The University.**—There are seventy young ladies in the freshman class of the literary department. A reception and supper were given to them at the residence of J. C. Watts, by the ladies of the literary department. The number attending the various departments will certainly exceed 1,500 and may reach 1,600.—In the year 1876, Prof. John W. Langley, occupant of the chair of general chemistry in the University, devised and had constructed in Ann Arbor a dynamo-electric machine, for use in experiments before his classes. The machine when completed was found to be the most powerful in the United States, so much so that to run it to its fullest capacity would destroy the best engine in a short time. Becoming more interested in the subject of electricity and the electric light, Prof. Langley set himself to studying the same difficult problem that has occupied Edison's attention for so long. From time to time it was reported in Ann Arbor that the professor was meeting with great success in his experiments. Last spring a foundry was built in the University town by Ailes & Price, for the purpose, it was understood, of manufacturing Prof. Langley's inventions when they should be perfected. Last 4th of July the professor's machine was in such a working order that the city hall tower was illuminated in the evening by his electric arc. Soon after an organization was formed, called the "Sun-light Gas Company," and to-day it is announced that the Langley machine is patented and ready for the market. By its use the cost per lamp is but two or three cents an hour, and each lamp is two or three candle power each. The system used is that of the carbon arc, while Edison's is the one by "incandescence." The Langley machine will be made in Ann Arbor, and will doubtless supersede all others.—**Exchange.**—Prof. Payne and Demmon held a very successful teachers' institute at Petersburg, Monroe Co., last week.—The junior class of the literary department elected the following officers on Saturday: President, Ben. P. Brodie, Detroit; Sec. treasurer, W. L. Loveland, Golden, Col.; foot ball captain, E. E. White, Miller's Corners, N. Y.—Dr. Donald Maclean arrived home from England Oct. 8. Several hundred students assembled at his residence with the city band and serenaded him. In the course of his response to the address of welcome he said that of all the schools of medicine which he had visited during his absence, he had seen none where the facilities of instruction were better than at the University.

Lansing votes \$15,400 for her schools this year.

L. D. Niles is principal of the Nashville Union school, Barry county.

It is said that politics has crept into the deliberations of the Hillsdale school board and the teachers must wait for their pay till peace be restored.

Miss Mamie Wright, of Port Huron, is a new teacher at the deaf and dumb school at Flint.

C. J. Thorpe, in the educational column of *The Lever*, proposes in a series of papers to discuss the topic, "Duties of the public school." He says we must decide "that a perfect man is the object and end of school endeavor."

The following account of the action of the Local Board of the Potsdam Normal School in reference to the resignation of Dr. MacVicar was taken from the *Potsdam Courier Freeman*:

"A full meeting of the Local Board to take into consideration the resignation of Dr. MacVicar as principal of the Potsdam Normal School was held yesterday. The following members were present: Henry Watkins, A. X. Parker, Jesse Reynolds, John Gilbert, E. A. Merritt, Wm. A. Post, and A. G. Gaines. George Z. Erwin, the only member absent, was necessarily detained at the Fair grounds. Dr. Gaines and Mr. Gilbert were appointed a committee to wait on Dr. MacVicar and ascertain if he could not accede to a request to withdraw his resignation. The committee called upon the Doctor who after full consultation decided that he could not. Upon the committee's so reporting to the Board the resignation was accepted to take place Nov. 9. The same committee were appointed to draft proper resolutions, and reported the following, which were adopted unanimously:

"WHEREAS, The principal of the State Normal School at Potsdam, N. Y., M. MacVicar, LL. D., has tendered his resignation to this Local Board with the earnest request that it be accepted; and WHEREAS, he replies to the emphatic request of this Local Board that he withdraw his resignation, that it is impossible for him to do so in view of all the circumstances involved in the case, therefore be it

**Resolved**, 1. That in accepting the resignation of Dr. MacVicar, as we now do with reluctance, this Local Board cannot refrain from expressing its high appreciation of the distinguished ability, fidelity, and success of administration of the Potsdam Normal School, from the date of its organization to the present time, now a period of eleven years.

2. That he has evinced in an eminent degree the rare qualities of an educator in the best sense. His educational views have been matured and defined by years of profound and clear thinking in connection with earnest and successful efforts to give them practical effect in this Normal School, and ultimately in the schools of the state.

3. That we regard his retirement from the Principalship of the Potsdam Normal School as a serious loss, not only to Northern New York, but also to the entire state which ranks him among her most intelligent, independent, earnest, and effective educators.

**Resolved**, That the preamble and these resolutions be entered at length on our records, that a copy of them be presented to Dr. MacVicar, by the Secretary, and that they be presented to the local newspapers for publication.



## OUR COMMON SCHOOLS.

CHARLES FRANCIS ADAMS, Jr.

HUGE mechanical educational machines, they are peculiar to our own time and country, and are organized, as nearly as possible, as a combination of the cotton mill and the railroad with the model state-prison. The school committee is the board of direction, while the superintendent—the chief executive officer—sits in his central office with the time-table, which he calls a program, before him, by which one hour twice a week is allotted to this study, and half an hour three times a week to that, and twenty hours a term to a third; and at such a time one class will be at this point and the other class at that, the whole moving with military precision to a given destination at a specified date. Mechanical methods could not be carried further. The organization is perfect. The machine works almost with the precision of clock-work. It is, however, company front all the time. From one point of view children are regarded as automatons; from another, as India rubber bags; from a third, as so much raw material. They must receive the same mental nutriment in equal quantities and at fixed times. Its assimilation is wholly immaterial, but the motions must be gone through with. Finally, as raw material, they are emptied in at the primaries, and marched out at the grammar grades—and it is well!

This was the very general—in fact, the inevitable—result on the large scale of the system of superintendency in vogue during the last twenty-five years. It was also, perhaps, a natural and necessary phase of development, something which had to be passed through, though it immediately resulted in several undesirable things. In the first place, so far as the child was concerned, the imitative or memorizing faculties only were cultivated and little or no attention was paid to the thinking or reflective powers. Indeed, it may almost be said that a child of any originality, or with individual characteristics, was looked upon as wholly out of place in a public school. The idea, under the system, was masses of children designated from usage by names, instead of more conveniently by numbers, who learned certain rules by heart, and applied them with mechanical promptitude and correctness. Any deviation from this semi-military method was sternly repressed as a breach of correct discipline. Starting from this point, the course of so-called educational development up to a recent period has been natural, logical, and common-place. There must have been just three steps to it—memorizing, examinations, programs—the last two, the latest educational hobbies built upon the traditional foundation of the first. The way in which these led from one on to the next is obvious enough. In the first place, time out of mind, all knowledge was, educationally speaking, looked upon as a vast accumulation of facts, rules, and definitions, and the grand aim and object of teaching was to impart as many as possible of these to the youthful mind. The way to impart was to cause them to be laboriously committed to memory. Thus the teacher sat in his chair, a sort of lone fisherman on the shore of the great ocean of things known, and he hooked up out of it now a rule, and now a fact, and then again a definition, and he gave them to the children, and saw that they swallowed them, whether they liked them or not, and whether they were nourished by them or not. But in process of time it became apparent to the more observing that the knowledge thus imparted was not retained, and the examination was then revised as a means of assuring the purveyor of knowledge that the facts, rules, and definitions imparted were held, so to speak, on the intellectual stomach for at least a reasonable period. The examination, however, as it was organized and gradually ramified into a fully developed whole, almost necessarily called the program into existence. The world of knowledge was too large; there were too many facts and rules and definitions for the teacher, as well as for the taught; and so, for the protection of the former, it became necessary to stake out from the wide domain, by certain metes and bounds, the districts within which he was to search for the hidden treasures. Anything obtained or to be obtained outside was not to count. The program was thus a relief to the teacher, clearly making as it did the limits within which the cramming process was to be carried on. It made his work possible. The development of the system was then complete.

Under these circumstances, education being reduced to little more than a mechanical process of cramming, with periodical nerve trials to ascertain the degree of retention, the average child not unnaturally felt toward his school and what was there required of him very much as a learned dog or monkey may be supposed to feel toward his task-master. Accordingly, the sickening dislike of school, and of things taught at school, is with the majority of those emancipated from it almost the strongest association connected with early life.

The work of organization being completed, and the mechanical having been overdone, a new course of thought was inevitable. A reaction was certain to come. It began several years ago. Of late it has assumed a more definite shape, and is finding clearer expression. This reaction is founded on very deep principles. Its direction is away from mechanism, and toward science. Indeed, the cardinal principle of this "new departure," if it may be so designated, is that there is just as much a science in developing the more ordinary faculties of the human mind as there is in raising crops or extracting minerals from the earth. There is an easy, natural, and attractive way of training the intellect, as there is of training the body, if your philosophy could but find it out. It is not the way to find it out, however, to analyze the thing to be taught, dividing and defining, and taking to pieces and putting together. On the contrary, the work must begin at the other end. The operation of the child's mind, the natural processes of growth and assimilation which go on in it, its inherent methods of development and acquisition, must be long and patiently studied. The superintendent of the future is thus a Baconian in his philosophy. He rejects at once all mechanism, all tradition, all *a priori* theories, all military methods. He has recourse to a slow, patient process of induction. Believing that the human mind is something more than a cabbage, he argues that if there is a science in manuring and growing cabbages, there is probably a science of mental development. Accordingly, he watches the child in its mother's arms and at play. He sees it learn to speak and to walk, and analyzes the processes through which it does it. Then he follows the school-boy out to the ball-ground and the skating pond. Wherever he goes, he notices one thing, that at every age, from infancy to manhood, the child is continually learning to do with infinite ease and skill things most difficult to do—things which he himself would in vain attempt. If he questions that fact, he has but carefully to study the principles of equilibrium and momentum; and then, having thoroughly mastered them, and got them at his tongue's end, let him go upon the ice and try to follow some boy through a little fancy skating. He has taught the boy the rules of grammar, and then called upon him to write the English language; why is it, that he, having taught himself each principle of speed and balance involved, can not now slide off on the outer edge? To skate is as difficult as to write; it is probably more difficult. Yet in spite of hard teaching in the one case, and no teaching in the other, the boy can skate beautifully, and he can not write his native tongue at all. So the superintendent of the future learns a lesson on the skating pond, and goes home from it with a new conception of the little worth of formulas, and more faith in practice. Thus it is in everything. The processes he applies to the child he finds that he can not get any results from when he applies them to himself. Take base-ball, for instance. He teaches the child to write by putting it in a certain position, with a pen in its hand, and causing it to imitate with up-and-down strokes a printed legend at the head of the page of a copy-book. This is done three half-hours a week. Then he himself studies the rules of base ball, and takes a bat in his hand, and imitates blows, and runs imaginary bounds, and keeps it up painfully and conscientiously—as a good boy writes—three half-hours a week, for the entire term. And at the end of the term he can no more play base-ball than the boy can write. Then he turns to the examination papers of the Norfolk County schools in Mr. Walton's report, and no longer asks himself, Why is this so? It is all clear to him now. He has been expecting of little children what he could not do himself. So he goes back to the beginning, and, before he undertakes to teach, sits humbly down, a grown man, at Nature's knee, and patiently cons the alphabet of her methods.

The scientific superintendency is, however, as yet in its first infancy. It is wholly unorganized. How completely it is in its infancy, how wholly illogical organization, becomes very apparent when the single indisputable fact is stated that in this country the development of the average human mind is not recognized by our highest institutions of learning as a scientific study at all. They pay no attention to it—make no provision for it. They have medical schools devoted to the study of man's body; they have dental schools devoted to the study of his teeth; but any one who is not a fool, the learned doctors tell us, can train the child's mind! All there is to know on that subject can be told in half an hour, and learned by practice at an older teacher's side in a few weeks. Is not this curious? That it is a fact is indisputable. There is a science of law, and schools and professors to teach it. There is a science of agriculture, and colleges devoted to its study. There is a science of mining, and institutes of technology in which it is taught. It is even claimed that there is a science of divinity. But when it comes to the educational development of those who are to constitute the future state, though we spend millions on millions upon it, the universities turn their heads away, and class them as something less than the grass of the field. They grade the child's mind as lower than its teeth. They assume that any callow youth, fresh from his graduate course, and with the ink hardly dry on his degree, is quite competent to train the first, though not to take care of the last. We thus turn over our children to those whom we would never dream of intrusting with our potato patch.

—Harper's Magazine for November.



## THE RESULTS OF NINE YEARS' INSTRUCTION.

SUP'T W. W. SPEER, Iowa.

IN many of the schools I visited last winter, I gave simple tests to ascertain what was being done in the way of teaching writing, spelling, language, the use of capitals, punctuation in its simplest form, and in training to neatness, accuracy, and rapidity in handling the fundamental rules of arithmetic. These are things that the common schools ought to teach, and an expression of surprise is natural when in some schools it is found that not one of these things is taught. What is taught I am unable to say.

In one school I pronounced the words *pencil*, *Helen*, *clothes-press*, and *raspberries*, words found in the first lesson of Swinton's speller, and asked the advanced class of the school to place them in short and simple sentences. The following is a portion of the work done by nineteen pupils, whose average is over fifteen.

AGE 17. 1. I bought me three new *Pencils*. 2. Helen went to *School*. 3. The clothes were put upon the *clothespress*.

AGE 19. 1. *you cant rite* on a slate with *Out a Penciles*

AGE 16. 1. *Pencils is* to write with. 2. *clothespress* is a Place to hang clothes in.

AGE 13. 1. We write our lessons with *pencels*. 2. *Hellen* goes to school. 3. We hang our *cloths* on the *clothespress*.

AGE 14. 1. *pencils is What you Write With* 2. *helnn* is a *Girl*. 3. Close pin

AGE 16. 1. *Pencil are* made to write. 2. *Helen* is a *girls* name 3. *Clothes-press* is to *press* clothes

AGE 16. 1. *They are* to kinds of pencils *slate* and *Lead Pencils* 2. *Helen* is a *girls* name 3. *Clothes-Press* It is used to keep clothes in.

AGE 15. 1. *Their are* to kinds of pencils *Slate* pencils and *led* pencils. 2. *Helen Is a Girls* name

AGE 14. 1. *Pencils*—are *slate* pencils or any other kind of pencils. 2. *Helen*—is a *girls* name 3. *close pres*—is *sohmphing* to put *close*.

AGE 15. 1. *Helen* is a *girrels* Name *Clothes Pres.* is a place to *Put Clothes* 3. *Raspberries* a *Cine* of *fruit*

AGE 16. 1. *Hellen* is a *girls* name. 2. *Rasp berries* is a kind of fruit

AGE 16 YEARS, 11 MONTHS. 1. *Helen* is a *girls* name. 2. *Clothes-press* is to *press* clothes with.

AGE 14. 1. A *Pencil* is to *right* with 2. *Helen* is a *girl's* name 3. *Clothespress* is to *Press* *cloths*.

AGE 11. 1. *Pencils* are *too* write with. 2. *Helen*. A *Girls* name. 3. *Clothes-press*. A thing to *press* clothes.

AGE 17. 1. *Pencils* are used to *rite* with on paper for to express our thoughts 2. *Helen* is a *name* applied to girls 3. *Clothes press* is a machine used to wash clothes with.

AGE 18. 1. *Thoes* are nice *raspbuarys* are nice

AGE 13. 1. *Those Raspberries* were *Good*. 2. *Hellen* was a good girl

AGE 15. *Mary* hat got *Three Pencils* 2. *Helen Is A good Girl* 3. I have got *A Close Press*

AGE 15. 1. *Pencils* is used to *wright* with. 2. *Helen* is a *Girls* name

Nine years is the average time that these nineteen pupils have been in school, and there is not one of them that can write a letter without marring it with mistakes that would disgrace a boy nine years old that had been properly trained. What have these nineteen pupils been doing that they can neither write, nor spell, nor construct simple sentences? What have the teachers been doing? What has produced this astonishing condition? I think I can state some reasons why this school has been so successful in doing nothing; but before doing this, in justice to the other schools, I will say that this is probably the poorest school in Marshall county. There are plenty of just such schools in the state, produced by the same unhappy combination of circumstances. The reasons are:

First, It is a town school having between one hundred and sixty and two hundred pupils of school-going age, therefore needs a man or woman of more than ordinary ability at its head.

Second, There have been sixteen changes of Principals in nine years. (State Center has made but two changes in the same time.)

Third, For nine years it has been the policy of the different boards controlling this school to employ the cheapest material in the market. For nine years the different boards have been waiting and watching for a man who would do first-class work for less money than a second rate barber gets, and—they have just found him.

Fourth, The only time the patrons manifest any particular interest, is at the

annual elections; then two parties are organized. The following are the principles of the two parties as shown both by their actions and statements. These are not the principles of the entire community. There are men in this district who deprecate the manner in which the school interests are managed, but they are powerless. They recognize the great waste of time and money, and are fully alive to the fact that their children are being defrauded.

The only issue at the elections is the teacher. The party favorable to retaining him adopt the following principles:

1. We again pledge ourselves to the policy of a poor and cheap school.

2. And, since it has pleased the Great Ordainer to give us such a school under the present management, we pledge ourselves anew to support the present economical (?) administration.

## PRINCIPLES OF THE OPPOSITION.

1. We also favor a cheap school.

2. We demand the subordination of the teachers to the whims and caprices of our children.

3. The right of our children to do as they please, shall not be questioned

4. We execrate the course of the present principal in his efforts to contro the school, as we are opposed to a centralization of power.

5. We believe that anybody can teach school.

6. We believe that the success of the school depends on the frequency of the change of teachers.

7. We do not favor any new-fangled notions. We think a knowledge of the 3 R's enough for a boy, and too much for a girl.

8. The opinion that a want of attendance and punctuality retards the progress of the pupil and injures the school is a mere assumption.

9. We mutually pledge ourselves never to visit the school.

10. We shall accept with implicit faith and reliance any statements made by our children.

11. We shall denounce, as dangerous to the liberty of our children, any parent who shall visit the school, either to encourage the teacher, or to ascertain as to the truth of statements made by the children.

12. We believe that teachers can do just as good work without as with apparatus.

13. We congratulate ourselves on the success with which we have always been able to maintain these principles.

Men, actuated by principles like these, rob the children and waste the public money. It is not necessary that they proclaim their views from a house-top; their actions speak.—*Marshalltown Times-Republican*.

## THE COLLEGES.

The Rev. Dr. Cook has been elected President of *Clafin University* for a term of five years.

The Rev. J. D. Ewing, formerly of Kittanning, Pa., has been inaugurated President of *Fairfield College*, Iowa.

The Rev. Dr. Childs, of Hartford, Conn., goes to *Wooster University*, O., to fill the chair of mental and moral science.

Dr. B. B. Jilison, Principal of the Central High School of Pittsburg, has been elected to a prominent position in the *Western University*.

Josiah Jackson, of Kennet Square, Chester county, Pa., has been elected to the chair of mathematics in the *Pennsylvania State College*.

Professor R. F. Kedzie has left the *Michigan Agricultural College* for Starkville, Miss., where he will soon enter upon his duties as Professor of Chemistry in the *Mississippi Agricultural College*.

*Dartmouth College* has a Freshman class of seventy-two, and twenty-five have entered the agricultural and engineering department. Col. H. B. Closson, late of Fort Barrancas, Fla., is the new Greek tutor.

*Williams College* has received ninety new students; a larger portion than usual from the West, brought there by the Chicago examinations and Garfield's name as an alumnus. Of these seventy-five are freshmen. Hon. J. Z. Goodrich, of Stockbridge, furnishes the funds for a new gymnasium. President Chadbourne will hold on till his successor is qualified. It is probable that Rev. J. T. Duryea, D. D., of Boston, will accept the position.

There is an increased number of students at *Beloit College*, and a great improvement in the working facilities. The alumni have become an incorporate body and are well started toward the \$25,000 which is to endow the Alumni professorship.

The Treasurer of *Oberlin College* has received a check for \$50,000 from the Trustees of the Stone estate, which will be placed in the endowment. It is a part of the \$150,000 for which pledges were received last season, and of which nearly one half will be paid in and be made available for college revenue within the year. The Ladies' Hall at Oberlin has been too small of late to accommodate all who have sought rooms there, and a new brick wing 32x80 feet and two stories high, is being added to it. Most of the first story will be devoted to gymnasium purposes in place of the building burned last year.



## THE WORLD.

NEWS RECORD CLOSING MONDAY, OCTOBER 19, 1880.

—In 1870 Nebraska had a population of 123,809; in 1880, 452,783 a gain of 328,874 in ten years.

—The increase in business continues throughout the country, the result of the October elections producing a good effect upon business interests.

—The Chicago *Inter Ocean* has decided to open a "western bureau" in Omaha. Mr. J. W. Robbins will be placed in charge of it.

—Dr. Curry, the well-known Methodist editor, will become associate editor of the *Methodist* as soon as his duties to the *National Repository* cease.

—Supt. A. P. Marble, of Worcester, Mass., was unanimously reelected at the last meeting of the board, and his salary and allowance for travel fixed at \$2,675 per annum.

—The Republicans gained two Congressmen and a United States Senator in the Indiana election; the majority being 7,000. In Ohio the majority was 20,000, and a gain of six Congressmen. The election of Garfield seems assured.

—The Oregon State Legislature has passed resolutions in favor of submitting an amendment favoring woman suffrage to the people. The vote in the Senate for the amendment was 21 to 9, and in the House 32 to 27.

—The famous Thomas orchestra, which was disbanded after nearly twenty-five years of existence, when its leader went to Cincinnati, is to be formed anew and placed under his direction.

—Another wing is in course of erection to the Astor Library, New York, in accordance with the will of William B. Astor. When completed it will have a frontage of about 150 feet and a capacity for 400,000 volumes.

—The Eastern question remains involved with difficulties and obscurities. The status at present seems to be that a triple alliance has been formed between Austria, Germany, and France, by which they agree not to persist in the coercion of Turkey. A suspicion of Gladstone has arisen, and he will be left alone to push his coercive measures.

—Dr. Albion W. Tourgee's new novel of Southern reconstruction (*Bricks without Straw*) will please as many as the famous "Fool's Errand" did, if we may judge by extracts in a *New York Tribune* review of it. The Doctor's conclusion is that the only permanent remedy for Southern anarchy and barbarism is to be found in popular education.

—A Kindergarten Union has been formed in Washington, D. C., auxiliary to the American Fröbel Union. Mrs. Louise Pollock is president. The object of the association is to "unite fraternally all who professionally adhere to the kindergarten system according to Fröbel, or are earnest advocates and friends thereof, deserving to promote its growth and extend the area of its benefits."

—The Woman's Bank of Boston collapsed last Thursday. It had been running for three years—a self-evident swindle. We particularly commend the article in this issue of the *WEEKLY* on "Financial Education" to all school teachers. The losses by the failure of this fraudulent concern aggregate nearly a million dollars, all of which belonged to women, most of whom were of the laboring class.

—Dr. Oliver Wendell Holmes writes in this wise to a member of the English Spelling Reform Association: "It is certainly barbarous to use so many forms of spelling as we do; but you must allow a fair share of old square-toe prejudice to old square-toed people. I hate to see my name spelled *Homes*, yet I never pronounce the *l*. I know, from old Camden, that its derivation is from the word *holm*, and I want the extra letter. But there are many things that I should like to have a glimpse of a hundred years from now, among the rest our English spelling. I have little doubt that many of the changes you contemplate will have taken place."

—One of the fiercest and most destructive storms which ever swept over the Lakes brought disaster and death to many vessels—their crews and passengers, last Saturday and Sunday. The steamer *Alpena*, of the Goodrich line, running from Grand Haven to Chicago, left Grand Haven Friday night, and has not been heard from. She was seen Saturday forenoon about twenty-five miles from Racine, and it is feared that the vessel and all on board have been lost. Scores of other vessels were sunk and many lives lost. The storm was general throughout the Northwest, and considerable snow accompanied it in some parts.

—The method lately adopted in England to secure full instruction of all the children of the poorer class in reading and writing, is the imposition of a fine upon any one who employs a child or prevents its regular attendance at school if under 13, (or over 13 if it has not passed the inspectors' examina-

tion in the Third Standard.) This grade includes the ability to read readily, to write a letter in a fair hand, and proper form, and to use the common rules of arithmetic. It is pathetic to read of children there, in their anxiety to exchange the misery of their homes for the hard work but good treatment of "service," petitioning of themselves to be allowed to attend school in an adjoining district after their own school has closed in hope of sooner passing their examination, and so becoming qualified for taking a "place."

—English universities are leading the American in granting equal privileges to women as to men. Cambridge and Oxford both allow nearly equal rights to the sexes. They pass examinations as men, but as yet do not receive the degree. The University of London has taken a step in advance, and grants the degree in full. Struggle against it as they may, the great institutions of this country which have already opened their doors to the education of women, will have to take a step in advance, and grant a degree where it has been earned by faithful study. It is neither just nor honest to withhold it. This is a revolution which, we rejoice in believing, will not go backward.—*Inter Ocean*.

## THE LIBRARY.

NEW BOOKS RECEIVED.

A MANUAL OF CLASSICAL LITERATURE, comprising Biographical and Critical Notices of the Principal Greek and Roman Authors, with Illustrative Extracts from their Works; Also a Brief Survey of the Rise and Progress of the various Forms of Literature, with Descriptions of the Minor Authors. By Charles Morris. Chicago: S. C. Griggs & Co. 1880. pp. 418, Price \$1.75.

EXHIBITION DAYS, containing Dialogues, Recitations, Charades, Tableaux, Original Blackboard Exercises, Pantomimes, and Plays. For Grammar and High Schools, and Parish and parlor Entertainments. By Mrs. Mary B. C. Slade. Boston: Henry A. Young & Co., 23 Bromfield Street.

THE ELEMENTS OF ARITHMETIC, comprising Oral and Written Work, adapted to the best mode of instruction for beginners. By James F. Eaton and William F. Bradbury, Boston: Thompson, Brown & Co. Thos. H. Bush agent, 70 Metropolitan Block, Chicago. Copies sent for examination on receipt of 18 cents.

AMERICA REVISITED. By George Augustus Sala. "Standard Series" No. 45. New York: I. K. Funk & Co. Price 20 cents.

LETTERS FROM A CITIZEN OF THE WORLD to his Friends in the East; or Europe through the eyes of a Chinese Philosopher. By Oliver Goldsmith. Printed without abridgment. "Standard Series" No. 44. New York: I. K. Funk & Co. Price 20 cents.

REPORTS AND PAMPHLETS RECEIVED.

*Why Ireland is Poor.* Ripe Fruit from the Tree of British Free Trade. By John F. Scanlan, Secretary of the Industrial League of America, Chicago. For sale at all news depots.

*Good Government.* Appeal of Peter Cooper, now in the 91st year of his age, to all legislators, editors, religious teachers, and lovers of our country. By Peter Cooper. New York: J. J. Little & Co., Printers, 10 to 20 Astor Place. 1880.

*School and Social Drama.* No. 2, Friday Afternoon Series. Price 25 cents. Chicago: T. S. Denison.

*Annual Report and Catalog of the Girard Public Schools;* adopted by the Board of Education, August 20, 1880. N. N. McCullough, Principal.

*Geological History.* Chapters from the Physical History of the Earth, By Arthur Nicols, F.G.S., F.R.G.S. New York: Harper and Brothers: Franklin Square. 1880. pp. 281.

In this handsomely illustrated volume Mr. Nicols has endeavored to present to the average reader a clear and concise history of the changes in the crust of the earth, as understood by the modern geologist. The work treats not only of geology, and paleontology proper, but of biology, osteology, and anthropology as far as may be necessary to accomplish his object. The book is comparatively free from technicalities, and is written in such a clear and interesting manner that it will command the attention. It may be used as a text-book, but it is also admirably adapted to assist the private study of those seeking an acquaintance with this fascinating science.

In common with most of the later geologists Mr. Nicols takes advanced ground on the subject of the antiquity of man, believing that "the most critical anatomy is unable to draw a strict line between the absolute brute and the absolute man;" denying that man is the only animal possessed of the power of



speech. While some of his positions are by no means unassailable, he presents his views in such a philosophical spirit as to lead his readers to reconsider their own views. The book will well repay perusal and reperusal.

*An Elementary Guide to Determinative Mineralogy*, for the use of the practical mineralogist and prospector, and for instruction in schools and academies, based upon the method of Weisbach's "*Tabellen zur Bestimmung der Mineralien*," applied chiefly to American species. By C. Gilbert Wheeler, Professor in the University of Chicago. Chicago: S. J. Wheeler, Publisher, 1880.

This little manual of 75 pages, by the well-known Prof. Wheeler, is a valuable pocket or table-book for the amateur mineralogist or the prospector in mineral lands. Two hundred and thirty-three minerals are tabulated according to their Hardness, Color, Streak, Tenacity, Crystalline System, Fracture and Cleavage, Specific Gravity, etc. The action of many of them when subjected to acids or heat is also given, with blow-pipe tests and assay of gold and silver ores. To the teacher who desires to have his pupils study minerals rather than have them study about minerals, the book will be of value.

The nomenclature is Dana's.

*The New Text-book of Physics*. An Elementary Course in Natural Philosophy designed for use in High Schools and Academies. By Le Roy C. Cooley, Ph. D., Professor of Physics and Chemistry in Vassar College. New York: Charles Scribner's Sons, 743 and 745 Broadway. 1880.

This volume seems to be not so much a revision of Prof. Cooley's former book as an entirely new work.

There are two principal things to be considered in a text-book for young people: the matter, and the manner of presenting it. A work defective in the amount or character of the matter presented may possibly be superior as a class book to a fuller and better work if the mode of presenting the several topics be such as to interest the tyro, and lead him to desire a more extended acquaintance with the subject. When matter and manner are both unexceptionable the text-book is invaluable. In the selection of topics Prof. Cooley has been eminently judicious. He has recognized the impossibility of putting a gallon of liquid into a pint bottle, under ordinary conditions, and has aimed to present those facts and theories which are essential to an understanding of the phenomena of daily life which may be properly discussed in a work of this character, as well as to lay the foundation for more extended study. The reader is impressed with the prominence given to the idea of *Energy*. Within a very few pages we find the following headings: On the Conservation of Energy; On the Recognition of Energy by the Senses, On Undulatory Energy, etc. This seems to be the key-note of the book; which is equivalent to saying that it is written from the standpoint of the latest discoveries in science.

In his manner of presenting his subjects the author has been equally successful. His English is characterized by that rare property, perspicuity. With a few exceptions, his statements and explanations seem to be so clear that it is impossible not to understand them. It is true that the only test of a text-book is the school room, and that the failures to withstand the heat of that crucible are countless; but this work is well worth trying. It is scientific but not abstruse; teachable but not superficial; attractive and entertaining but not frivolous.

One variation from the stereotyped order of topics—whether or not a concession to the tastes of the young ladies of Vassar—is commendable. The subject of machines, though of the highest practical value, does not interest the majority of pupils; it is not so fascinating that it should meet one in the vestibule of the temple, and Prof. C. has wisely postponed its consideration till just before *Finis*.

## LITERARY NOTES.

—*One Little Indian*, by Ray Maitland, will appear as No. 22 of the "Satchel Series." Price, 25 cents. This fascinating story appeared originally in the *Christian at Work*.

—*The Literary News*, F. Leypoldt, publisher, 13 and 15 Park Row, New York, continues to bring us the latest and best criticisms on new books, prominent authors, and leading magazines. In addition to the "Prize Questions" published in every number, (which alone render the periodical a prize in itself), a very valuable feature of late issues has been the two pages devoted to "Cues to Timely Topics." In these we have a select grouping, by titles, of magazine articles relating to the various topics of Art, Education, Science, Sport, etc., besides other topics of timely interest. Each number contains a rare literary melange—a delight to all lovers of books, the "Prize Questions," "Cues to Timely Topics," "Brief Comments," "The Freshest News," "Recent Prominent Publications," "Literary Miscellany," and Advertisements. Subscription price, 50 cents a year. Clubbed with the *WEEKLY* for \$2.35.

—*Golden Days*, for Boys and Girls, is comparatively a new paper, but it is fast making its mark. It is certainly true to its aim as we understand it, a kind of happy medium between the trashy papers too many of our young folks read, and the more instructive papers too many will not read. Every number contains one or two good continued stories, and quite an assortment of short stories and sketches. The amusing and instructive are blended in a pleasant way, very attractive even to "children of an older growth."

—*Minerva* for August is at hand, and is the best number yet issued. Its contents are: "Vandyke in Italy—At Rome" (concluded), by Alfred Michielis; "Land Reform in England," by Karl Blind; "The Malaria of Rome," by Dr. G. Ferrero-Gola (Provincial Sanitary Councillor for Rome); "Mademoiselle Bismarck," by Henri Rochefort; "Minor Centres in Italy—Pesaro," by Mezza Batta; "The Lost River of Naples," by Augustus Craven; Bibliography. The sole representative of this journal in America is Mr. S. C. Griggs, Jr., of Chicago, 25 Washington street.

—The Rollins Pub. Co., of this city announce a lecture by Prof. Frank I. Jervis entitled Robert G. Ingersoll, The Champion Plagiarist of the XIXth Century. The lecture will occupy over 100 pages and will be printed in large clear type, and bound in cloth and paper; price \$1.00 and 50 cents respectively.

—Young's Analytical Concordance, now offered to American scholars by Messrs. I. K. Funk & Co., of New York, contains 118,000 more references than Cruden's, and 30,000 various readings. It tells at a glance what is the original Hebrew or Greek of any ordinary word in the English Bible, with literal and primitive meaning. The price of the English edition is \$9, but the American publishers are offering to sell it—even to send it postpaid—for \$3.65. This is the "Scholar's Edition," bound in cloth, printed from the original plates on heavy paper.

—*Topics of the Times*, a monthly publication which was mentioned in these columns several times last spring, will hereafter be published by C. W. Bardeen, Syracuse, N. Y. It is an abstract of the news of the day, "prepared by an experienced teacher, well acquainted with the capacity of children and their needs. It is issued on the first day of each month, and adapted to pupils from ten to fifteen years old. It is designed to be used in public schools as supplementary reading." Copies may be had at \$3.00 a hundred.

## PUBLISHERS' NOTES.

—The seven Kings of Rome were Romulus, Numa Pompilius, Tullus Hostilius, Ancus Martius, Tarquinius Priscus, Servius Tullius, and Tarquinius Superbus, and the King of Steel Pens is Esterbrook Falcon, No. 048.

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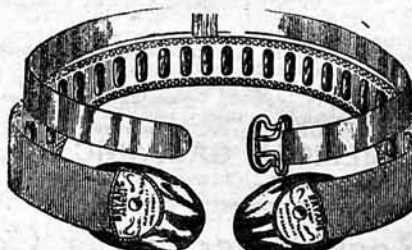
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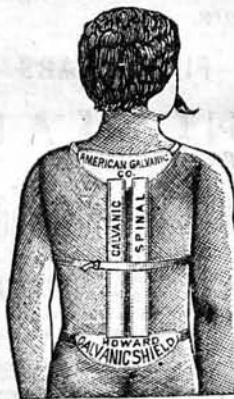
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